Summary Report of 1983-84 Survey of Graduate Departments of Psychology

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Summary

The data in the 1983-84 Summary Report are based on the Survey of Graduate Departments of Psychology, conducted annually by the American Psychological Association and the Council of Graduate Departments of Psychology. The purpose of this survey is to collect information on issues concerning graduate faculty and graduate education and training in psychology. The analyses presented here describe the reponses of 370 U.S. and 21 Canadian graduate departments. A few highlights of this report are described below:

- Among faculty in U.S. department, 23.3% are women and 4.9% are ethnic minorities. For Canadian departments, the percentages are 22.2% and 3.4% respectively.

- Over 80% of the faculty in U.S. and Canadian graduate departments are full time. Approximately two thirds of the U.S. faculty and three quarters of the Canadian faculty are tenured.

- Since 1980-81, the average annual percent increase in faculty salaries in U.S. doctoral departments has been 5.8%; in U.S. master's departments, it has been 5.6%. For Canadian departments, the average annual percent increase since 1980-81 has been 9.1%.

- The average travel support per eligible faculty member in U.S. departments ranged between $170 and $310 in 1982-83. The average in Canadian departments was $440.

- In two thirds of the U.S. departments that have summer sessions, the summer session is self-supporting. The most frequent method of determining summer salary is as a fixed proportion of the faculty member's 9-month salary.

- Most U.S. doctoral students do not receive financial support during the summer. In contrast, the majority of Canadian doctoral students receive summer support, and this support is typically from a university or other fellowship.

- Compared with the fall of 1982, admissions to U.S. doctoral and master's programs showed little change.

- In terms of graduate student support, there has been little change in the percentages of students supported. The median support for doctoral students is higher than that for master's students. Most U.S. departments provide also tuition assistance for their students.

The second and third dimensions are whether the highest degree granted is a doctoral or master's degree, and (for U.S. departments) whether the department is in a public or private institution. As has been the case in previous surveys, U.S. departments in private institutions were less likely to respond.

The response rates for these three dimensions are given in the first rows of Table 1. In general, data in this report for U.S. departments will be presented by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Data for Canadian departments will not be presented by degree level because 18 of the 21 departments responding are doctoral departments. In some cases, the data will be presented for departments in the U.S. and Canada that have doctoral programs and those that have master's programs. Please note these categories are not mutually exclusive because a department may have both a master's program and a doctoral program. This contrasts with the dimension of highest degree granted (doctoral vs. master's) where the categories are mutually exclusive.

The remaining dimension on which the departments differ is department name (e.g., psychology, educational psychology), and the response rates for these departments are also presented in Table 1. In general, psychology departments have a higher response rate than other types of departments. In the case of U.S. public doctoral departments, the response rate is 87%. The data presented in this report will not be broken down along department name because the resulting N's were often too small for meaningful comparisons, and differences that do exist are generally weak when compared to differences between doctoral vs. master's departments and public vs. private institutions.

There are two final points that should be kept in mind about this report. The first concerns the use of the term "Graduate Departments of Psychology." This term is used in its broadest sense to include departments, schools, interdisciplinary programs, or academic units that are listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in one or more areas of psychology. Looking again at Table 1, we see that department name refers to what the department is called: (a) psychology, (b) educational psychology, (c) counseling psychology, (d) human development, (e) professional school, or (f) other not listed above. Note that these department names are not synonymous with program areas. For example, a program in counseling psychology or school psychology may be found in any one of several of these categories. Approximately two-thirds of the departments surveyed are "psychology departments," and generally, these departments offer degrees in a number of different areas of psychology. The remaining third of those surveyed tend to be departments that are more specialized, offering degrees in a few closely related areas of psychology. Thus, "graduate departments of psychology" is used in a generic sense to include any academic unit that offers graduate degrees in psychology.

A second point to bear in mind when reviewing the results presented below is that no attempt has been made to extrapolate the results to include nonrespondents. The numbers presented in the following tables are based on departments that responded to the survey and are not intended as estimates of the population. Most tables simply give the number and percent of responding

Table 1

Number and Percent of Departments Responding to 1983-84 Survey of Graduate Departments of Psychology

	U.S. departments					Canadian departments		
	Doctoral		Master's					
	Public	Private	Public	Private	Total	Doctoral	Master's	Total
Departments included in survey* N	212	125	149	70	556	28	5	33
N (% responding)	163 (76.9%)	68 (54.4%)	102 (68.5%)	37 (52.9%)	370 (66.5%)	18 (64.3%)	3 (60.0%)	21 (63.6%)
Department name:								
Psychology	123	73	118	46	360	25	5	30
	107 (87.0%)	49 (67.1%)	89 (75.4%)	27 (58.7%)	272 (75.6%)	16 (64.0%)	3 (60.0%)	19 (63.3%)
Educational psychology	30	9	4	1	44	3	0	3
	21 (70.0%)	3 (33.3%)	2 (50.0%)	0 (0.0%)	26 (59.1%)	2 (66.7%)	--	2 (66.7%)
Counseling psychology	24	10	10	14	58	0	0	0
	13 (54.2%)	4 (40.0%)	3 (30.0%)	7 (50.0%)	27 (46.6%)	--	--	--
Human development	13	5	4	2	24	0	0	0
	6 (46.2%)	2 (40.0%)	2 (50.0%)	0 (0.0%)	10 (41.7%)	--	--	--
Professional school	3	21	0	1	25	0	0	0
	3 (100.0%)	9 (42.9%)	--	1 (100.0%)	13 (52.0%)	--	--	--
Other**	19	7	13	6	45	0	0	0
	13 (68.4%)	1 (14.3%)	6 (46.2%)	2 (33.3%)	22 (48.9%)	--	--	--

*Includes 581 departments listed in Graduate Study in Psychology and Associated Fields, plus 2 departments and 6 professional schools not listed.
**This is a heterogeneous category which includes, for example, school psychology, biological psychology, interdisciplinary programs, etc.

departments that gave a particular answer to the question asked. Other tables give the number of faculty or the number of students aggregated across responding departments. In neither case should the numbers reported be taken as estimates of the population of departments, faculty, or students. Any attempt to extrapolate the results of the respondents to a population estimate is beyond the scope of this report, involving a complex pattern of weighting and assumptions about the similarity of respondents and nonrespondents.

Results and Discussion

The results are presented in six separate sections: (a) faculty characteristics and salaries, (b) faculty travel and support for 1982-83, (c)summer support for faculty and students, (d) admissions to doctoral and master's programs, (e) GRE scores for first-year graduate students, and (f) graduate student support. In most cases, the implications of the data are straightforward, and little discussion is required. Where appropriate, the results presented here will be compared with the results of the 1982-83 survey, which may be found in last year's Summary Report (Stapp, 1983).

Faculty Characteristics and Salaries

Table 2 presents data on the sex, race/ethnicity, and subfield of faculty in U.S. and Canadian departments. The data for U.S. faculty are also broken down by doctoral vs. master's departments and public vs. private institutions. As would be expected, the results are very similar to those reported for the 1982-83 academic year (cf. Stapp, 1983).

Overall, almost one out of four faculty members are women, a slightly higher proportion than seen in previous surveys. There was little difference in the reported percentage of women faculty in U.S. departments and Canadian departments (23.3% vs. 22.2%, respectively). Within U.S. departments, the lowest percentage of women faculty was again found in public doctoral departments (21.0%).

With regard to ethnicity, 4.9% of the faculty in U.S. departments are ethnic minorities: black, Hispanic, Asian, or American Indian. As in previous years, there continues to be a somewhat higher percentage of minority faculty (6.9%) in U.S. private doctoral departments, where 4.0% of the faculty are black. For Canadian departments, 3.4% of the faculty were ethnic minorities (2.8% Asian).

Table 2 also gives a breakdown of faculty by subfield. The largest percentage of faculty in both U.S. and Canadian departments are clinical (23.6% and 17.7%, respectively). In U.S. departments, this is followed by experimental (12.2%), developmental (9.8%), social (9.0%), and counseling (7.2%). For Canadian departments, there is a similar pattern, although there are proportionally fewer faculty in counseling and proportionally more in physiological: developmental (11.0%), experimental (10.8%), social (9.7%), and physiological (9.2%).

Table 2

Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: Sex, Ethnicity, and Subfield

Faculty characteristics	U.S. departments				All U.S. departments	Canadian departments
	Doctoral		Master's			
	Public N=156	Private N=65	Public N=95	Private N=32	N=348	N=19
Total faculty	4,143	1,370	1,508	311	7,332	609
x						
Men	3,249 (78.4%)	1,012 (73.9%)	1,102 (73.1%)	230 (74.0%)	5,593 (76.3%)	472 (77.5%)
Women	871 (21.0%)	352 (25.7%)	403 (26.7%)	79 (25.4%)	1,705 (23.3%)	135 (22.2%)
Not specified	23 (0.6%)	6 (0.4%)	3 (0.2%)	2 (0.6%)	34 (0.5%)	2 (0.3%)
hnicity						
White	3,922 (94.7%)	1,256 (91.7%)	1,437 (95.3%)	294 (94.5%)	6,909 (94.2%)	581 (95.4%)
Black	94 (2.3%)	55 (4.0%)	33 (2.2%)	11 (3.5%)	193 (2.6%)	1 (0.2%)
Hispanic	40 (1.0%)	28 (2.0%)	13 (0.9%)	1 (0.3%)	82 (1.1%)	3 (0.5%)
Asian	39 (0.9%)	12 (0.9%)	16 (1.1%)	4 (1.3%)	71 (1.0%)	17 (2.8%)
American Indian	9 (0.2%)	0 (0.0%)	2 (0.1%)	0 (0.0%)	11 (0.2%)	0 (0.0%)
Not specified	39 (0.9%)	19 (1.4%)	7 (0.5%)	1 (0.3%)	66 (0.9%)	7 (1.1%)
bfield						
Clinical	938 (22.6%)	415 (30.3%)	304 (20.2%)	72 (23.2%)	1,729 (23.6%)	108 (17.7%)
Cognitive	191 (4.6%)	82 (6.0%)	35 (2.3%)	10 (3.2%)	318 (4.3%)	43 (7.1%)
Community	61 (1.5%)	9 (0.7%)	31 (2.1%)	3 (1.0%)	104 (1.4%)	8 (1.3%)
Comparative	54 (1.3%)	9 (0.7%)	13 (0.9%)	2 (0.6%)	78 (1.1%)	16 (2.6%)
Counseling	321 (7.7%)	64 (4.7%)	112 (7.4%)	33 (10.6%)	530 (7.2%)	23 (3.8%)
Developmental	422 (10.2%)	126 (9.2%)	141 (9.4%)	26 (8.4%)	715 (9.8%)	67 (11.0%)
Educational	153 (3.7%)	15 (1.1%)	114 (7.6%)	4 (1.3%)	286 (3.9%)	23 (3.8%)
Engineering	13 (0.3%)	2 (0.1%)	1 (0.1%)	1 (0.3%)	17 (0.2%)	1 (0.2%)
Experimental	555 (13.4%)	127 (9.3%)	186 (12.3%)	29 (9.3%)	897 (12.2%)	66 (10.8%)
General	32 (0.8%)	11 (0.8%)	40 (2.7%)	3 (1.0%)	86 (1.2%)	4 (0.7%)
Industrial/Organizational	139 (3.4%)	37 (2.7%)	72 (4.8%)	22 (7.1%)	270 (3.7%)	10 (1.6%)
Personality	81 (2.0%)	44 (3.2%)	46 (3.1%)	6 (1.9%)	177 (2.4%)	24 (3.9%)
Physiological	197 (4.8%)	95 (6.9%)	64 (4.2%)	13 (4.2%)	369 (5.0%)	56 (9.2%)
Psycholinguistics	15 (0.4%)	11 (0.8%)	7 (0.5%)	3 (1.0%)	36 (0.5%)	3 (0.5%)
Psychometrics	23 (0.6%)	15 (1.1%)	14 (0.9%)	3 (1.0%)	55 (0.8%)	7 (1.1%)
Psychopharmacology	16 (0.4%)	8 (0.6%)	3 (0.2%)	0 (0.0%)	27 (0.4%)	11 (1.8%)
Quantitative	136 (3.3%)	41 (3.0%)	38 (2.5%)	7 (2.3%)	222 (3.0%)	19 (3.1%)
School	147 (3.5%)	37 (2.7%)	90 (6.0%)	9 (2.9%)	283 (3.9%)	1 (0.2%)
Social	385 (9.3%)	130 (9.5%)	118 (7.8%)	29 (9.3%)	662 (9.0%)	59 (9.7%)
Systems/history/methods	22 (0.5%)	5 (0.4%)	17 (1.1%)	4 (1.3%)	48 (0.7%)	6 (1.0%)
Other in psychology	188 (4.5%)	62 (4.5%)	34 (2.3%)	11 (3.5%)	295 (4.0%)	48 (7.9%)
Other, not in psychology	37 (0.9%)	24 (1.8%)	26 (1.7%)	0 (0.0%)	87 (1.2%)	6 (1.0%)
Not specified	17 (0.4%)	1 (0.1%)	2 (0.1%)	21 (6.8%)	41 (0.6%)	0 (0.0%)

te. These data are based on information provided by departments that responded to the survey and, therefore, underestimate the population faculty.

When U.S. departments are broken down by highest degree and type of institution, the pattern of distribution of faculty among various subfields is similar, although there is some variation. For example, doctoral departments in private institutions (a category that includes most professional schools) have a relatively higher percentage of clinical faculty.

Table 3 presents the employment characteristics of faculty: employment status, academic rank and years in rank, tenure status, and new appointments. For U.S. departments, the percentage of full-time faculty is considerably higher in public than in private institutions (84.3% vs. 74.2%) while the percentages of part-time appointments are higher in private institutions. U.S. public doctoral departments have the highest percentage of joint appointments (8.8%).

U.S. and Canadian departments differ with respect to the proportion of faculty in various academic ranks, with Canadian departments reporting 37.9% full professors and 37.3% associate professors. In contrast, U.S. departments report 43.2% full professors and 27.7% associate professors. There are also differences among U.S. departments. In public doctoral departments, 46.6% of the faculty are full professors, as compared to only 26.4% of the faculty in private master's departments. Table 3 also breaks down the number of faculty in each academic rank by years in rank.

Next, Table 3 presents information on the tenure status of faculty. In U.S. departments, 66.7% of the faculty are tenured, although faculty in private institutions are less likely to be tenured than those in public institutions (52.9% vs. 70.7%). In Canadian departments, 74.7% of the faculty have tenure. Finally, Table 3 reports that 4.6% of the U.S. faculty and 6.4% of the Canadian faculty were new appointments, percentages that are lower than those reported last year.

One of the primary functions of the Departmental Survey is to provide department chairs with salary information. Detailed breakdowns (i.e., 21 tables) of salary information collected in the 1983-84 survey were sent to chairs in January, 1984, in time to be of use in departmental budget planning (Stapp, 1984). These results are summarized here in Table 4, which reports full-time faculty salaries (medians and quartiles) broken down by rank and years in rank for U.S. and Canadian departments. Note that for U.S. departments, these are 9-10-month salaries, while salaries for Canadian departments are on a 12-month basis. Also note that Canadian salaries are reported in Canadian dollars, and any comparison between U.S. and Canadian departments must take into account the rate of exchange as well as the 9-10-month vs. 12-month salary basis.

Salaries in U.S. doctoral departments for full professors tend to be higher than those in master's departments; for associate and assistant professors, there is little consistent difference between doctoral and master's departments. Within doctoral departments, salaries in private institutions are slightly higher than those in public institutions. Within master's departments, the differences between public and private institutions are not consistent. Since 1980-81, Canadian departments generally showed the

Table 3

Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology: Employment Status, Academic Rank and Years in Rank, Tenure Status, and New Appointments

	U.S. departments					
	Doctoral		Master's		All U.S.	Canadian
	Public N=156	Private N=65	Public N=95	Private N=32	departments N=348	departments N=19
Total faculty	4,143	1,370	1,508	311	7,332	609
ployment status						
Full-time	3,449 (83.2%)	1,022 (74.6%)	1,313 (87.1%)	226 (72.7%)	6,010 (82.0%)	522 (85.7%)
Joint appointment	364 (8.8%)	105 (7.7%)	58 (3.8%)	17 (5.5%)	544 (7.4%)	27 (4.4%)
Part-time	283 (6.8%)	235 (17.2%)	133 (8.8%)	66 (21.2%)	717 (9.8%)	55 (9.0%)
Not specified	47 (1.1%)	8 (0.6%)	4 (0.3%)	2 (0.6%)	61 (0.8%)	5 (0.8%)
ademic rank and years in rank						
ll professor						
At least 12 years in rank	873 (21.1%)	262 (19.1%)	201 (13.3%)	37 (11.9%)	1,373 (18.7%)	58 (9.5%)
6 to 11 years in rank	577 (13.9%)	134 (9.8%)	232 (15.4%)	18 (5.8%)	961 (13.1%)	88 (14.4%)
3 to 5 years in rank	250 (6.0%)	54 (3.9%)	98 (6.5%)	11 (3.5%)	413 (5.6%)	41 (6.7%)
Less than 3 years in rank	230 (5.6%)	87 (6.4%)	85 (5.6%)	16 (5.1%)	418 (5.7%)	44 (7.2%)
Total	1,930 (46.6%)	537 (39.2%)	616 (40.8%)	82 (26.4%)	3,165 (43.2%)	231 (37.9%)
sociate professor						
At least 6 years in rank	521 (12.6%)	142 (10.4%)	190 (12.6%)	57 (18.3%)	910 (12.4%)	147 (24.1%)
3 to 5 years in rank	353 (8.5%)	76 (5.5%)	123 (8.2%)	33 (10.6%)	585 (8.0%)	38 (6.2%)
Less than 3 years in rank	288 (7.0%)	121 (8.8%)	103 (6.8%)	22 (7.1%)	534 (7.3%)	42 (6.9%)
Total	1,162 (28.0%)	339 (24.7%)	416 (27.6%)	112 (36.0%)	2,029 (27.7%)	227 (37.3%)
sistant professor						
At least 3 years in rank	424 (10.2%)	140 (10.2%)	156 (10.3%)	44 (14.1%)	764 (10.4%)	59 (9.7%)
Less than 3 years in rank	378 (9.1%)	150 (10.9%)	118 (7.8%)	37 (11.9%)	683 (9.3%)	57 (9.4%)
Total	802 (19.4%)	290 (21.2%)	274 (18.2%)	81 (26.0%)	1,447 (19.7%)	116 (19.0%)
cturer or Instructor						
At least 3 years in rank	74 (1.8%)	48 (3.5%)	59 (3.9%)	19 (6.1%)	200 (2.7%)	7 (1.1%)
Less than 3 years in rank	85 (2.1%)	63 (4.6%)	76 (5.0%)	12 (3.9%)	236 (3.2%)	22 (3.6%)
Total	159 (3.8%)	111 (8.1%)	135 (9.0%)	31 (10.0%)	436 (5.9%)	29 (4.8%)
t specified	90 (2.2%)	93 (6.8%)	67 (4.4%)	5 (1.6%)	255 (3.5%)	6 (1.0%)
nure status						
Tenured	2,894 (69.9%)	706 (51.5%)	1,104 (73.2%)	184 (59.2%)	4,888 (66.7%)	455 (74.7%)
Not tenured, but on tenure track	682 (16.5%)	246 (18.0%)	203 (13.5%)	56 (18.0%)	1,187 (16.2%)	68 (11.2%)
Not tenured, not on tenure track	400 (9.7%)	221 (16.1%)	170 (11.3%)	58 (18.6%)	849 (11.6%)	81 (13.3%)
Not specified	167 (4.0%)	197 (14.4%)	31 (2.1%)	13 (4.2%)	408 (5.6%)	5 (0.8%)
New appointment for 1982-83	176 (4.2%)	85 (6.2%)	62 (4.1%)	13 (4.2%)	336 (4.6%)	39 (6.4%)

re. These data are based on information provided by departments that responded to the survey and, therefore, un restimate the population faculty.

Table 4

Salaries for Full-time Faculty in U.S. and Canadian Departments of Psychology

Academic rank and years in rank	9-10-month salaries for U.S. departments				12-month salaries for Canadian departments
	Doctoral		Master's		
	Public N = 154	Private N = 60	Public N = 91	Private N = 29	N = 16
Full professor:					
At least 12 years in rank					
Median:	$42,400	$44,700	$36,000	$37,500	$65,900
Q_1-Q_3:	$37,400-48,600	$39,000-50,875	$32,700-36,500	$30,500-41,600	$59,475-73,750
N:*	727	192	182	29	44
6 to 11 years in rank					
Median:	$37,700	$39,000	$35,500	$34,400	$56,600
Q_1-Q_3:	$33,175-42,500	$35,500-43,700	$31,400-36,500	$32,200-37,600	$53,000-60,900
N:	514	101	215	15	55
3 to 5 years in rank					
Median:	$34,200	$39,600	$32,400	$27,800	$53,200
Q_1-Q_3:	$31,075-37,350	$35,525-43,150	$29,000-34,900	$26,600-34,700	$46,300-56,900
N:	222	36	93	7	29
Less than 3 years in rank					
Median:	$32,200	$34,400	$30,300	$29,600	$47,250
Q_1-Q_3:	$29,800-35,475	$30,000-38,575	$27,575-31,700	$25,300-34,500	$43,350-52,100
N:	212	58	74	13	36
Associate professor:					
At least 6 years in rank					
Median:	$29,000	$30,200	$28,900	$29,400	$45,400
Q_1-Q_3:	$26,500-31,700	$27,400-33,175	$26,300-30,500	$25,600-32,600	$41,075-49,275
N:	427	118	178	43	108
3 to 5 years in rank					
Median:	$27,600	$30,200	$25,700	$27,550	$36,800
Q_1-Q_3:	$25,400-30,000	$27,700-32,100	$23,800-27,600	$24,575-30,300	$33,100-41,400
N:	307	61	111	24	29
Less than 3 years in rank					
Median:	$26,100	$27,300	$24,000	$26,850	$37,400
Q_1-Q_3:	$23,900-28,150	$24,300-30,500	$22,800-26,300	$23,500-29,400	$34,500-42,000
N:	249	86	91	18	39
Assistant professor:					
At least 3 years in rank					
Median:	$22,250	$24,500	$22,900	$23,000	$34,200
Q_1-Q_3:	$21,000-24,025	$22,500-26,000	$20,900-25,850	$20,250-24,675	$29,300-38,500
N:	338	117	133	32	43
Less than 3 years in rank					
Median:	$20,500	$22,500	$19,700	$20,000	$30,000
Q_1-Q_3:	$19,500-22,000	$21,000-24,550	$18,800-21,575	$19,000-21,375	$28,000-34,000
N:	312	121	108	24	35
Lecturer or Instructor:					
At least 3 years in rank					
Median:	$19,650	$21,000	$20,800	—	—
Q_1-Q_3:	$14,200-22,300	$12,750-26,600	$18,000-28,500	—	—
N:	22	5	27	1	4
Less than 3 years in rank					
Median:	$19,850	$23,000	$16,000	—	—
Q_1-Q_3:	$17,250-22,125	$20,750-25,300	$15,500-19,900	—	—
N:	20	21	17	1	4

Note. Dollar amounts for Canadian departments are reported in Canadian dollars. For more detailed breakdowns of U.S. faculty salaries, see Stapp (1984).

greatest average annual percent increase (9.1% averaged across academic ranks). The average annual percent increase in U.S. doctoral and master's departments was 5.8% and 5.6%, respectively.

Table 5 gives information on salaries of starting faculty, department chairs, and administrative positions. Again, the Canadian salaries are reported on a 12-month basis and in Canadian dollars. For 1983-84, 9-10-month starting salaries in U.S. departments were slightly higher in doctoral departments ($19,974 in public institutions and $21,000 in private institutions) than in master's departments ($19,000 in public institutions and $18,038 in private institutions). The median starting salary in Canadian departments was $25,050. The expected starting salaries for 1984-85 are approximately $500 higher in U.S. doctoral departments, $100 or less in U.S. master's departments, and $1,600 higher in Canadian departments. In previous years, chairs have tended to underestimate the expected starting salary for the following year. However, for Canadian departments and for U.S. private master's departments, the actual 1983-84 starting salary was approximately $1,000 lower than the expected 1983-84 salary reported last year.

Median salaries for department chairs and other administrative positions within the department are also shown in Table 5. Department chairs in U.S. doctoral departments are paid approximately $41,500, as compared to $31,000-$34,000 for chairs in U.S. master's departments and $46,000 in Canadian departments. Although it varies by type of department, for about half of all departments, the chair's salary is higher than that paid to a faculty member at the same rank and with the same number of years experience; the median percent increase in the chair's salary for these departments is between 6.0% and 10.5%.

A similar pattern of salary differences is seen for those with administrative positions (e.g., Director of Clinical Training, Director of Experimental Training) with salaries in U.S. doctoral departments being higher than those in U.S. master's departments. In contrast to chair's salaries, the salaries for administrative positions in most departments are <u>not</u> higher than those typically paid to a faculty member of the same rank and with the same number of years experience.

Not shown in Table 5 are data on the length of the term for the department chair. For U.S. departments, the distribution was bimodal with 38.6% having an indefinite term for the chair and 31.6% having a three-year term (with possible renewable in many cases); a similar pattern was seen for each type of department. For Canadian departments, the majority (61.9%) had a three-year term.

<u>Faculty Travel and Support for 1982-83</u>

The 1979-80 Departmental Survey contained a series of questions regarding faculty travel and support (Stapp, 1980). These questions were repeated in the present survey with one slight modification: instead of asking about the current academic year, the present survey asked about the previous academic year (i.e., 1982-83). The results are presented in Table 6.

Table 5

Salaries for Starting Faculty Department Chairs, and Administrative Positions
in U.S. and Canadian Departments of Psychology

Questions regarding faculty salaries	U.S. departments: Doctoral, Public N = 163	U.S. departments: Doctoral, Private N = 68	U.S. departments: Master's, Public N = 102	U.S. departments: Master's, Private N = 37	Canadian departments N = 21
"In 1983-84, what was the average (9-10 month*) starting salary for a new faculty member who was a recent Ph.D.?"					
Median Salary:	$19,974	$21,000	$19,000	$18,038	$25,050
Q_1-Q_3:	$18,700-21,145	$19,760-21,640	$17,981-20,100	$16,594-20,031	$22,000-27,000
N:	133	51	87	23	16
"What salary (9-10 month*) do you expect you would offer a new Ph.D. in 1984-85?"					
Median Salary:	$20,550	$21,533	$19,100	$19,000	$26,650
Q_1-Q_3:	$19,400-21,940	$20,660-23,000	$18,504-20,900	$17,570-21,100	$22,500-27,000
N:	144	57	85	28	16
"What is the total 9-10 month* salary of the department chair?"					
Median Salary:	$41,350	$41,500	$33,975	$31,000	$46,000
Q_1-Q_3:	$36,000-47,400	$36,100-46,762	$28,600-37,000	$26,600-36,400	$44,758-56,125
N:	152	59	89	32	17
"Is this salary higher than that typically paid to a faculty member at the same rank and with the same number of years experience?"					
Yes N (%):	94 (57.7%)	29 (42.6%)	53 (52.0%)	11 (29.7%)	7 (33.3%)
No N (%):	60 (39.8%)	29 (42.6%)	45 (44.1%)	22 (59.5%)	11 (52.4%)
No answer N (%):	9 (5.5%)	10 (14.7%)	4 (3.9%)	4 (10.8%)	3 (14.3%)
"If yes, how much higher?"					
Median Percent:	8.8%	10.5%	6.0%	9.2%	7.0%
Q_1-Q_3:	5.1-11.2%	8.0-13.2%	3.0-9.3%	1.8-9.2%	4.0-10.0%
N:	80	24	40	9	4
"What is the average 9-10 month* salary of administrative positions within the department such as a director of a special program (e.g., Director of Clinical Training; Director of Experimental Training)?"					
Median Salary:	$34,350	$33,850	$28,033	$26,250	$44,500
Q_1-Q_3:	$31,300-40,800	$29,000-37,800	$24,600-32,400	$21,800-29,325	$38,000-47,100
N:	112	36	51	10	10
"Is this salary higher than that typically paid to a faculty member of the same rank and with the same number of years experience?"					
Yes N (%):	26 (16.0%)	11 (16.2%)	3 (2.9%)	3 (8.1%)	1 (4.8%)
No N (%):	102 (62.6%)	30 (44.1%)	61 (59.8%)	10 (27.0%)	10 (47.6%)
No answer or not applicable:	35 (21.5%)	27 (39.7%)	38 (37.3%)	24 (64.9%)	10 (47.6%)
"If yes, how much higher?"					
Median Percent:	9.8%	10.7%	2.2%	7.0%	7.0%
Q_1-Q_3:	4.6-13.9%	6.2-15.6%	1.6-3.2%	—	—
N:	21	11	5	3	1

Note. Dollar amounts for Canadian departments are reported in Canadian dollars.
*Salaries for Canadian departments are reported on a 12-month basis.

Table 6

Faculty Travel and Support for 1982-83 in U.S. and Canadian Graduate Departments of Psychology

Questions regarding Faculty Travel and Support for 1982-83	U.S. Graduate Departments of Psychology: Doctoral, Public N = 163	U.S. Graduate Departments of Psychology: Doctoral, Private N = 68	U.S. Graduate Departments of Psychology: Master's, Public N = 102	U.S. Graduate Departments of Psychology: Master's, Private N = 37	Canadian departments N = 21
"How was the allocation of funds for domestic travel handled in your department?"					
Travel funds external to department N(%):	31 (19.0%)	17 (25.0%)	29 (28.4%)	10 (27.0%)	8 (38.1%)
Travel funds internally allocated N(%):	70 (42.9%)	31 (45.6%)	38 (37.3%)	17 (45.9%)	6 (28.6%)
Travel funds handled in both ways N(%):	42 (25.8%)	16 (23.5%)	25 (24.5%)	4 (10.8%)	7 (33.3%)
No answer N(%):	20 (12.3%)	4 (5.9%)	10 (9.8%)	6 (16.2%)	0 --
"If the funds were internally allocated, what was the average travel support per eligible faculty member in 1982-83?"					
Median:	$203	$260	$170	$310	$440
Q_1-Q_3:	$100-300	$180-464	$90-248	$150-390	$111-532
N:	117	51	71	24	13
"Given the 1982-83 operations budget for your department (which includes telephone, postage, supplies, Xerox, maintenance, etc.), what was the average operations support per eligible faculty member? If your department does not pay for telephone and postage, please estimate these and include in your answer."					
Median:	$1,502	$1,640	$755	$1,000	$2,650
Q_1-Q_3:	$999-2,003	$1,040-2,680	$460-1,010	$410-1,440	$1,008-3,612
N:	136	51	74	24	17
"Given the 1982-83 equipment budget (both instructional and research) for your department, what was the average equipment support possible per eligible faculty member? Please exclude all federal or one-time events, such as matching funds for a year, in your estimate."					
Median:	$347	$505	$332	$420	$1,100
Q_1-Q_3:	$160-900	$200-908	$161-800	$208-602	$482-2,328
N:	89	36	57	21	15

Note. Dollar amounts for Canadian departments are reported in Canadian dollars.

For U.S. departments, there has been some change since the 1979-80 academic year in how the allocation of funds for domestic travel is handled, with a smaller percentage of departments internally allocating funds (42.2% in 1982-83 vs. 47.9% in 1979-80). As seen in Table 6, internal allocation remains the most frequent method used in each type of department. Canadian departments are fairly equally divided among each method of allocation.

For some U.S. departments, there has been little change in the average travel support per faculty member. In the worst case, the median travel support in 1979-80 was $200 in U.S. public doctoral departments; in 1982-83, the median was $203. U.S. private master's departments and Canadian departments reported approximately twice the amount of travel support that had been reported for 1979-80.

Table 6 also gives the average operations support and the average equipment support per eligible faculty member. As with levels of travel funds, operations and equipment support for U.S. departments tend to be higher departments in private institutions.

Summer Support for Faculty and Students

For the first time, the 1983-84 Departmental Survey asked about summer support for faculty and students, and the results are found in Tables 7 and 8. As seen in Table 7, approximately 86% of the departments have a summer session at their institution, although a summer session is slightly less frequent in private institutions. For approximately two thirds of the U.S. departments, the summer session is self-supporting; Canadian departments are rather evenly split with regard to whether the summer session is self-supporting. Because most Canadian faculty are supported on a 12-month basis, the remainder of this section will focus on summer support for U.S. faculty.

Almost 95% of U.S. departments that have a summer session at their institution have opportunities for the department faculty to teach summer school. In public institutions, the salary for summer faculty in the majority of departments is determined as a fixed proportion (e.g., 2/9) of the faculty member's 9-month salary. In U.S. private master's departments, where the summer session is most likely to be self-supporting, the modal method of determining summer salaries is as a flat amount per course for faculty within each academic rank. In U.S. departments, almost all faculty who desired summer teaching assignments received them (median = 99.9%; mode = 100%). In cases where less than 100% received assignments, the preferred method of selecting faculty was giving preference to those qualified to teach particular courses, rather than giving preference to either junior or senior faculty.

Table 8 shows the sources of summer support for doctoral and master's students. Most U.S. students do not receive support during the summer: half of the doctoral students in public institutions, 73.2% of the doctoral students in private institutions, and over 80% of the master's students receive no summer support. Where there is summer support, it is most typically either a teaching assistantship or a research assistantship. Similarly, 73.5% of the Canadian master's students receive no support during

Table 7

Summer Support for Faculty in U.S. and Canadian Graduate Departments of Psychology

Questions regarding summer support for faculty	U.S. departments: Doctoral, Public N=163	U.S. departments: Doctoral, Private N=84	U.S. departments: Master's, Public N=112	U.S. departments: Master's, Private N=35	All U.S. departments N=398	Canadian departments N=20
Does your department have a summer session?"						
Yes N(%)	146 (89.6)	54 (79.4)	88 (86.3)	29 (78.4)	317 (85.7)	18 (85.7)
No N(%)	7 (4.3)	14 (20.6)	9 (8.8)	5 (13.5)	35 (9.5)	3 (14.3)
Not specified N(%)	10 (6.1)	0 (0.0)	5 (4.9)	3 (8.1)	18 (4.9)	0 (0.0)
	163 (100.0)	68 (100.0)	102 (100.0)	37 (100.0)	370 (100.0)	21 (100.0)
Is the su[illegible]ssion 'self-supporting' t your in[illegible]tion?"						
Yes N(%)	98 (67.1)	33 (61.1)	61 (69.3)	25 (86.2)	217 (68.5)	7 (38.9)
No N(%)	35 (24.0)	13 (24.1)	21 (23.9)	4 (13.8)	73 (23.0)	8 (44.4)
Not specified N(%)	13 (8.9)	8 (14.8)	6 (6.8)	0 (0.0)	27 (8.5)	3 (16.7)
	146 (100.0)	54 (100.0)	88 (100.0)	29 (100.0)	317 (100.0)	18 (100.0)
Did your faculty have opportunities o teach summer school during the mmer session of 1983?"						
Yes N(%)	136 (93.2)	50 (92.6)	86 (97.7)	27 (93.1)	299 (94.3)	5 (27.8)
No N(%)	3 (2.1)	1 (1.9)	1 (1.1)	0 (0.0)	5 (1.6)	2 (11.1)
Not specified N(%)	7 (4.8)	3 (5.6)	1 (1.1)	2 (6.9)	13 (4.1)	11 (61.1)
	146 (100.0)	54 (100.0)	88 (100.0)	29 (100.0)	317 (100.0)	18 (100.0)
How was the salary for summer school aculty determined?"						
Flat amount per course for all faculty	1 (0.7)	8 (16.0)	4 (4.7)	6 (22.2)	19 (6.4)	4 (80.0)
Flat amount per course for faculty within each academic rank	18 (13.2)	13 (26.0)	13 (15.1)	11 (40.7)	55 (18.4)	0 (0.0)
Fixed proportion of faculty member's salary	108 (79.4)	24 (48.0)	60 (69.8)	8 (29.6)	200 (66.9)	0 (0.0)
Other	8 (5.9)	4 (8.0)	7 (8.1)	2 (7.4)	21 (7.0)	0 (0.0)
Not specified	1 (0.7)	1 (2.0)	2 (2.3)	0 (0.0)	4 (1.3)	1 (20.0)
	136 (100.0)	50 (100.0)	86 (100.0)	27 (100.0)	299 (100.0)	5 (100.0)
What percentage of faculty who desired mmer teaching received teaching assignments?"						
Median	99.9%	99.3%	99.8%	99.9%	99.9%	85.0%
If this percentage is less than 100%, how are faculty selected to teach summer school? Check all that apply)"						
Preference given to junior faculty N(%)	13 (9.6)	2 (4.0)	1 (1.2)	0 (0.0)	16 (5.4)	0 (0.0)
Preference given to senior faculty N(%)	2 (1.5)	0 (0.0)	8 (9.3)	1 (3.7)	11 (3.7)	0 (0.0)
Preference given to faculty qualified to teach particular courses N(%)	37 (27.2)	7 (14.0)	21 (24.4)	1 (3.7)	66 (22.1)	1 (20.0)
Other method N(%)	15 (11.0)	1 (2.0)	15 (17.4)	3 (11.1)	34 (11.4)	1 (20.0)

Table 8

Sources of Summer Support for Doctoral and Master's Students
In U.S. and Canadian Graduate Departments of Psychology

Source of summer support	U.S. Graduate Departments of Psychology: Public	Private	All	Canadian departments
ctoral degree programs	N depts=111	N depts=41	N depts=152	N depts=13
Teaching assistantships	452 (11.4%)	101 (7.5%)	553 (10.4%)	73 (17.7%)
Research assistantships	639 (16.1%)	78 (5.8%)	717 (13.5%)	44 (10.7%)
Training grants	167 (4.2%)	13 (1.0%)	180 (3.4%)	15 (3.6%)
University or other fellowship	203 (5.1%)	30 (2.2%)	233 (4.4%)	145 (35.1%)
Off-campus placements	315 (7.9%)	62 (4.6%)	377 (7.1%)	23 (5.6%)
Other type of summer support	165 (4.1%)	77 (5.7%)	242 (4.5%)	0 (0.0%)
No summer support	2,013 (50.6%)	986 (73.2%)	2,999 (56.3%)	113 (27.4%)
Not specified	27 (0.7%)	0 (0.0%)	27 (0.5%)	0 (0.0%)
tal summer doctoral students	3,981 (100.0%)	1,347 (100.0%)	5,328 (100.0%)	413 (100.0%)
sters degree programs	N depts=123	N depts=43	N depts=166	N depts=13
Teaching assistantships	93 (3.3%)	17 (1.3%)	110 (2.7%)	45 (6.9%)
Research assistantships	97 (3.4%)	14 (1.1%)	111 (2.7%)	49 (7.6%)
Training grants	13 (0.5%)	15 (1.2%)	28 (0.7%)	20 (3.1%)
University or other fellowship	32 (1.1%)	5 (0.4%)	37 (0.9%)	41 (6.3%)
Off-campus placements	22 (0.8%)	10 (0.8%)	32 (0.8%)	12 (1.8%)
Other type of summer support	54 (1.9%)	27 (2.1%)	81 (2.0%)	5 (0.8%)
No summer support	2,415 (85.7%)	1,015 (79.2%)	3,430 (83.7%)	477 (73.5%)
Not specified	92 (3.3%)	179 (14.0%)	271 (6.6%)	0 (0.0%)
tal summer master's students	2,818 (100.0%)	1,282 (100.0%)	4,100 (100.0%)	649 (100.0%)

te. These data are based on the information provided by departments responding to the survey and, therefore, underestimate e population of summer students.

the summer. However, 72.6% of the Canadian doçtoral students do receive support during the summer, half of which comes from a university or other type of fellowship.

Admissions to Doctoral and Master's Departments

The Departmental Survey has been used in previous years as a means to assess trends in enrollments and admissions. Last year's survey asked about doctoral and master's admissions to various program areas. The same questions were again included in this year's survey, comparing admissions in the fall of 1983 to those in the fall of 1982. The results are presented in Tables 9 and 10.

Table 9 shows admissions to doctoral programs in U.S. and Canadian departments. Compared with 1982, U.S. doctoral admissions in the fall of 1983 were 1% lower. Last year's survey showed that doctoral admissions had declined in most of the research subfields while showing some increase in the applied subfields. This year's data are less clear cut: Most subfields showed a decline in admissions, while cognitive, counseling and physiological/comparative showed an increase. In Canadian departments, there was a 20% increase in admissions from 1982 to 1983.

Admissions to master's programs are shown in Table 10. In U.S. departments, there was a 1% increase in total admissions. Most subfields showed some increase in admissions, however, there was a 7% decline in admissions to school psychology programs. For Canadian departments, there was a 3% decrease in total master's admissions.

GRE Scores for First-Year Graduate Students

For more than a decade, information on GRE scores for students entering graduate programs was collected along with a host of other information for the annual publication, Graduate Study in Psychology. In a recent article, Stoup and Benjamin (1982) analyzed data collected between 1970 and 1979 for Grad Study, including the data on GRE scores. Because the Grad Study questionnaire was recently redesigned to reduce the respondent burden, several questions were simplified and the questions on GRE scores were dropped. In order to provide some continuity in the information on GREs, it was decided that the Departmental Survey would collect this information every three or four years. The data collected for the first time in the 1983-84 Departmental Survey are presented in Table 11. Median verbal and quantitative GRE scores are presented by program area; median scores were not calculated where the N of departments was fewer than 5. Because few Canadian departments reported GRE scores for their first-year students, Table 11 shows only the results for first-year students in U.S. departments. In general, the results are similar to those presented by Stoup and Benjamin for the 1979-80 academic year.

Graduate Student Support

As in previous years, the final set of tables addresses graduate student support, including the percentage of full-time and part-time students being supported and amounts typically paid.

Table 9

Admissions to Doctoral Programs: Fall 1982 vs. Fall 1983

	U.S. departments (N = 225)			Canadian departments (N = 17)		
Program area	Fall 1982	Fall 1983	% change	Fall 1982	Fall 1983	% change
Clinical	1,561	1,541	-1%	41	49	*
Cognitive	88	94	7%	4	5	*
Community	44	41	*	1	3	*
Counseling	447	451	1%	5	4	*
Developmental	281	271	-4%	14	16	*
Educational	98	84	-14%	6	2	*
Experimental	299	297	-1%	8	11	*
Industrial/organizational	204	192	-6%	5	3	*
Physiological and/or Comparative	135	144	7%	6	5	*
Psychometrics and/or Quantitative	48	49	*	0	2	*
School	290	253	-13%	1	1	*
Social and/or Personality	280	259	-8%	4	5	*
Other or not specified	307	374	22%	27	41	*
Total doctoral admissions	4,082	4,050	-1%	122	147	20%

Note. These data are based on information provided by departments that responded to the survey, and, therefore, underestimate the population of doctoral admissions.

*Because of the small Ns in these subfields, percent change was not calculated.

Table 10

Admissions to Master's Programs: Fall 1982 vs. Fall 1983

Program area	U.S. departments (N = 242)			Canadian departments (N = 19)		
	Fall 1982	Fall 1983	% change	Fall 1982	Fall 1983	% change
Clinical	815	839	3%	79	85	*
Cognitive	---	---	*	13	9	*
Community	165	185	12%	2	3	*
Counselling	1,398	1,418	1%	73	76	*
Developmental	101	111	10%	10	9	*
Educational	175	181	3%	28	34	*
Experimental	235	235	0%	12	5	*
Industrial/organizational	370	373	1%	3	3	*
Physiological and/or Comparative	9	9	*	12	6	*
Psychometrics and/or Quantitative	28	26	*	---	---	*
School	600	560	-7%	0	5	*
Social and/or Personality	13	11	*	29	37	*
Other or not specified	1,603	1,639	2%	152	128	16%
Total master's admissions	5,512	5,587	1%	413	400	-3%

Note. These data are based on information provided by departments that responded to the survey, and, therefore, underestimate the population of master's admissions.

*Because of the small Ns in these subfields, percent change was not calculated.

Table 11

Median GRE Scores for First-Year Graduate Students in U.S. Departments

	U.S. doctoral programs		U.S. master's programs	
	Verbal	Quantitative	Verbal	Quantitative
	Mdn (N depts)	Mdn (N depts)	Mdn (N depts)	Mdn (N depts)
Clinical	622 (103)	622 (103)	548 (45)	517 (45)
Cognitive	611 (25)	620 (25)	— (2)	-- (2)
Community	532 (6)	540 (6)	490 (9)	500 (9)
Counseling	580 (37)	576 (36)	510 (31)	512 (30)
Developmental	596 (50)	590 (50)	543 (13)	510 (13)
Educational	590 (15)	605 (15)	528 (15)	530 (15)
Experimental	576 (58)	598 (58)	524 (34)	516 (34)
Industrial/organizational	606 (30)	620 (30)	520 (29)	521 (29)
Physiological and/or Comparative	577 (36)	595 (35)	503 (6)	528 (6)
Psychometrics and/or Quantitative	591 (16)	664 (16)	503 (9)	580 (9)
School	550 (29)	550 (29)	519 (37)	516 (37)
Social and/or Personality	610 (56)	620 (56)	502 (7)	505 (7)

Note. Median GRE scores were not computed where the number of responding departments was fewer than 5.

Table 12 gives the percentages of full-time and part-time doctoral and master's students who receive financial support, and these results are similar to last year's. In U.S. public doctoral programs, 66.4% of the full-time students receive support; in private doctoral programs the figure is 45.0%. This contrasts with Canadian departments in which 83.6% of the full-time doctoral students have support. Canadian departments also support a large percentage of full-time master's students (57.3%). However, in the U.S., only 26.5% of the full-time master's students receive financial support.

Compared with full-time students, part-time students in both doctoral and master's programs are unlikely to receive financial support. In U.S. departments, 6.8% of the part-time doctoral students and 2.7% of the part-time master's students receive support. In Canadian departments, the percentages are 5.0% and 2.0%, respectively.

The amounts of graduate student support typically paid are shown in Tables 13 and 14. These tables report the medians and quartiles for doctoral students at three levels of study (first year student vs. intermediate vs. dissertation year) and for master's students at two levels of study (first year student vs. beyond first year). Additionally, these tables report 9-month vs. 12-month amounts for teaching assistantships, research assistantships, fellowships, and traineeships. In each category of support, the percentage of departments that also provide tuition assistance is reported.

These data for U.S. departments are presented in Table 13. As would be expected, the median support for doctoral students is higher than that typically paid to master's students. Further the majority of departments (in some cases, more than 80%) also typically provide tuition assistance.

Comparable data for Canadian departments are presented in Table 14. Once again, these amounts are reported in Canadian dollars. The number of departments reporting a particular category of support is in some cases either quite small or non-existent. Nonetheless, the data are presented here in order to give some indication of graduate student support in Canadian departments. Compared to U.S. departments, relatively few Canadian departments also provide tuition assistance.

Conclusion

The annual Survey of Graduate Departments of Psychology is intended to be a flexible instrument that can provide department chairs and others with useful and current information. The 1983-84 Departmental Survey continued to monitor faculty characteristics and salaries and graduate student support; in order that this information may be kept current, these data will continue to be collected in future surveys. In addition, this year's survey collected information on faculty travel and support, summer support for faculty and students, admissions to doctoral and master's programs, and GRE scores for first-year U.S. graduate students. The Departmental Survey has become a useful source of information for those involved with graduate education and training in psychology. The contributions of department chairs in this process cannot be underestimated. It is through their cooperation that all of us are better informed about trends and practices in graduate departments of psychology.

Table 12

Number and Percentage of Full-time and Part-time Students Supported in Doctoral and Master's Programs in U.S. and Canadian Graduate Departments of Psychology

Type of program	U.S. Graduate Departments of Psychology			Canadian departments
	Public	Private	All	
octoral degree programs	N depts=161	N depts=68	N depts=229	N depts=18
Full-time students with support	7,317 (66.4%)	2,011 (45.0%)	9,328 (60.1%)	534 (83.6%)
Full-time students without support	3,122 (28.3%)	2,164 (48.3%)	5,286 (34.1%)	105 (16.4%)
Not specified	585 (5.3%)	297 (6.7%)	882 (5.7%)	0 (0.0%)
Total	11,024 (100.0%)	4,472 (100.0%)	15,496 (100.0%)	639 (100.0%)
Part-time students with support	181 (8.8%)	57 (4.0%)	238 (6.8%)	5 (5.0%)
Part-time students without support	1,861 (90.2%)	1,347 (93.6%)	3,208 (91.6%)	82 (82.8%)
Not specified	20 (1.0%)	35 (2.4%)	55 (1.6%)	12 (12.1%)
Total	2,062 (100.0%)	1,439 (100.0%)	3,501 (100.0%)	99 (100.0%)
aster's degree programs	N depts=180	N depts=59	N depts=239	N depts=19
Full-time students with support	1,557 (27.2%)	457 (24.4%)	2,014 (26.5%)	357 (57.3%)
Full-time students without support	3,911 (68.4%)	1,104 (59.0%)	5,015 (66.0%)	265 (42.6%)
Not specified	247 (4.3%)	311 (16.6%)	558 (7.3%)	0 (0.0%)
Total	5,715 (100.0%)	1,872 (100.0%)	7,587 (100.0%)	622 (100.0%)
Part-time students with support	96 (2.2%)	77 (3.8%)	173 (2.7%)	9 (2.2%)
Part-time students without support	3,645 (84.1%)	1,954 (95.5%)	5,599 (87.8%)	390 (97.7%)
Not specified	591 (13.6%)	15 (0.7%)	606 (9.5%)	0 (0.0%)
Total	4,332 (100.0%)	2,046 (100.0%)	6,378 (100.0%)	399 (100.0%)

ote. These data are based on the information provided by departments responding to the survey and, therefore, underestimate he population of full-time students.

Table 13

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology

Category of support in U.S. departments		Support for doctoral students			Support for master's students	
		First year student	Intermediate	Dissertation year	First year student	Beyond first year
Teaching assistantship						
9-month	Median:	$4,468	$4,567	$4,950	$3,362	$3,600
	Q_1-Q_3:	$3,517-5,300	$3,617-5,510	$3,929-5,500	$2,431-4,575	$2,506-4,861
	N:*	160	168	134	125	105
	% Tuition assistance:	80.6%	75.6%	85.8%	74.4%	79.0%
12-month	Median:	$5,025	$5,425	$5,962	$4,450	$5,250
	Q_1-Q_3:	$3,475-5,942	$4,275-6,388	$4,675-6,825	$3,000-6,000	$2,525-6,100
	N:	29	33	29	12	10
	% Tuition assistance:	69.0%	69.7%	72.4%	75.0%	100.0%
Research assistantship						
9-month	Median:	$4,461	$4,542	$4,993	$3,167	$3,250
	Q_1-Q_3:	$3,700-5,225	$3,762-5,495	$4,010-5,900	$2,433-4,600	$2,500-4,800
	N:	132	127	108	98	84
	% Tuition assistance:	71.2%	67.7%	73.1%	61.2%	70.2%
12-month	Median:	$5,550	$6,010	$6,233	$4,400	$4,775
	Q_1-Q_3:	$4,725-6,912	$5,017-7,000	$5,208-7,300	$3,075-5,538	$3,075-6,325
	N:	58	60	55	21	17
	% Tuition assistance:	55.2%	55.0%	63.6%	76.2%	64.7%
Fellowship						
9-month	Median:	$4,965	$4,964	$4,988	$3,800	$3,650
	Q_1-Q_3:	$3,900-5,388	$3,965-5,700	$4,100-5,500	$1,325-5,062	$3,075-4,100
	N:	73	67	60	23	10
	% Tuition assistance:	74.0%	70.1%	76.7%	52.2%	70.0%
12-month	Median:	$5,975	$5,517	$6,050	$4,550	$4,500
	Q_1-Q_3:	$5,012-7,025	$4,967-6,375	$5,300-7,000	$1,275-4,638	$1,125-5,075
	N:	33	38	36	9	7
	% Tuition assistance:	93.9%	78.9%	83.3%	77.8%	71.4%
Traineeship						
9-month	Median:	$4,200	$4,183	$4,225	$2,925	$2,900
	Q_1-Q_3:	$3,694-5,025	$2,700-4,967	$3,854-5,038	$1,712-3,425	$1,738-3,775
	N:	31	38	29	13	11
	% Tuition assistance:	77.4%	73.7%	75.9%	76.9%	54.5%
12-month	Median:	$5,264	$5,262	$5,271	$5,100	$5,050
	Q_1-Q_3:	$4,994-5,232	$4,995-5,228	$4,712-5,236	$475-5,300	$462-5,125
	N:	38	42	36	6	5
	% Tuition assistance:	84.2%	78.6%	80.6%	100.0%	80.0%

*N = Number of U.S. departments reporting this category of support.

Table 14

Medians and Quartiles for Graduate Student Support in Canadian Departments of Psychology

Category of support in Canadian departments		Support for doctoral students: First year student	Support for doctoral students: Intermediate	Support for doctoral students: Dissertation year	Support for master's students: First year student	Support for master's students: Beyond first year
Teaching assistantship						
9-month	Median:	$4,500	$4,550	$4,550	$4,200	$4,200
	Q_1-Q_3:	$3,912-5,588	$3,900-5,600	$3,975-5,588	$2,925-4,675	$3,425-4,675
	N:*	13	12	13	11	11
	% Tuition assistance:	15.4%	16.7%	15.4%	18.2%	18.2%
12-month	Median:	$8,250	$8,200	$8,200	$7,625	$6,750
	Q_1-Q_3:	$6,300-8,500	$6,300-8,300	$6,300-8,300	$1,925-8,075	$1,900-8,200
	N:	8	8	8	7	6
	% Tuition assistance:	12.5%	12.5%	12.5%	14.3%	16.7%
Research assistantship						
9-month	Median:	$4,200	$4,300	$4,300	$3,000	$4,200
	Q_1-Q_3:	$1,525-4,375	$3,000-4,600	$3,100-4,600	$2,075-3,125	$3,025-5,075
	N:	7	6	6	5	7
	% Tuition assistance:	14.3%	14.3%	33.3%	14.3%	25.0%
12-month	Median:	$8,000	$8,050	$8,050	$7,500	$7,900
	Q_1-Q_3:	$5,800-9,000	$5,800-9,000	$5,800-9,000	$5,875-7,625	$5,875-8,025
	N:	8	8	8	5	5
	% Tuition assistance:	25.0%	25.0%	25.0%	20.0%	40.0%
Fellowship						
9-month	Median:	$6,500	$6,450	$6,450	$5,800	$5,900
	Q_1-Q_3:	--	--	--	$2,075-5,925	$2,100-6,100
	N:	4	4	4	5	61
	% Tuition assistance:	0.0%	0.0%	0.0%	0.0%	0.0%
12-month	Median:	$6,100	$6,100	$9,700	$5,000	$5,000
	Q_1-Q_3:	$2,500-9,783	$2,500-9,783	$2,538-9,792	$2,512-5,125	$2,512-5,125
	N:	8	8	7	5	5
	% Tuition assistance:	0.0%	0.0%	0.0%	0.0%	0.0%

Note. Dollar amounts in this table are reported in Canadian dollars.
*N = Number of Canadian departments reporting this category of support.

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